Key Principles in Personnel Development Supporting Good Start, Grow Smart

One of the key components of the President's Good Start Grow Smart Initiative is professional development. There is a great deal of research that emphasizes the need for a systematic approach to personnel development. The following key components of a personnel development system have been identified from the scientific literature as well as recommended practices from professional organizations such as the National Association for the Education of Young Children and the Council for Exceptional Children's Division for Early Childhood. These key components are designed to result in a system that is comprehensive, systematic and addresses the individual needs of learners.

Key Components to Consider When Developing Plans for Professional Development Systems:

1. *Professional development systems are: (a) comprehensive, (b) built on a clearly articulated philosophical framework and on a core body of knowledge, and (c) tied to a system of licensure, credentialing, or certification.*

   Professional development plans need a framework from which to build a comprehensive system to support personnel in maintaining and expanding skills and knowledge through learning opportunities linked to licensure, credentialing, or certification.

   Career Development System; Volume III: Creating Pathways in Higher Education: Articulation and Transformation, published by Wheelock College Institute for Leadership and Career Initiatives. Available on the Web at: *http://institute.wheelock.edu/inststore/inststohome.html#PIC3.*

   Creating & Using Core Knowledge/Competencies (1997), by S.L. Azer, published by Wheelock College Institute for Leadership and Career Initiatives. Available on the Web at: *http://institute.wheelock.edu/inststore/inststohome.html.*

   Guidelines for Preparation of Early Childhood Professionals: Guidelines Developed by the NAEYC, the DEC/CEC, & the NBPTS (1996), published by the National Association for the Education of Young Children.

   NAEYC Standards for Early Childhood Professional Preparation (2001), published by the National Association for the Education of Young Children.

   Partners in Change: Creating an Early Childhood Career Development System in States, Three-Volume Set - Volume I: Stages of Career Development; Volume II: Building Blocks for a Career Development System; Volume III: Creating Pathways in Higher Education: Articulation and Transformation (1994), published by Wheelock College Institute for Leadership and Career

Initiatives. Information available on the Web at:
http://institute.wheelock.edu/inststore/inststohome.html#PIC3.

"Preservice Preparation of Special Educators to Serve Infants with Handicaps and Their Families: Current Status and Training Needs" (1994), published in the *Journal of Early Intervention, 14(1*), 43-54. Bailey, D.B., Jr., Palsha, S.A., & Huntington, G.S. (1990).

Promoting Meaningful Learning: Innovations in Educating Early Childhood Professionals (2000), by N.J. Yelland.

2. ***Professional development systems provide a continuum of training opportunities including a variety of formats and service delivery models, taking into account research on effective adult learning principles.***

   Learning opportunities and activities can be made available in a variety of formats to match the needs of personnel and to be responsive to different learning styles.

   Evaluating the Efficacy of Case Method Instruction: Findings from Preservice Training in Family-Centered Care (1999), by P. Snyder & P.J. McWilliam.

   "Innovation in Medical Education: An Evaluation of Its Present Status" (1990), by Z.M. Nooman, H.G. Schmidt, & E.S. Ezzat, published in the *Journal of Early Intervention, 22(2)*, 114-125.

   "Social Influences in Standard Setting: The Effects of Social Interaction on Group Judgement" (1989), by A.R. Fitzpatrick, published in the *Review of Educational Research, 59(3*), 315-328.

   "Using Problem-Based Learning as a Tool for Learning to Teach Students with Special Needs" (2002), by B. Levin, K. Hibbard, & T. Rock, published in the *Teacher Education and Special Education, 25(3)*, 278-290.

3. ***Professional development systems incorporate coaching/mentoring strategies, follow-up, and other forms of support.***

   Continued support and follow-up after initial training activities are critical components to the success of professional development systems. Incorporating ongoing support components allows personnel to improve skills and competencies and increase knowledge of content, while providing a supportive environment for applying new content/ideas to practice.

   "Evaluation of a Social Interaction Coaching Program in an Integrated Day Care Setting" (1993), by J.M. Hendrikson, N. Gartner, A. Kaiser, & A. Riley, published in the *Journal of Applied Behavior Analysis, 26(2)*, 213-225.

"Follow-up Strategies: Ensuring That Instruction Makes a Difference" (1997), by B. Wolfe & P. Snyder, published in *Reforming Personnel Preparation in Early Intervention* (pp.173-190) by Brookes Publishing.

"Preparing Parent Trainers: An Experimental Analysis of Effects on Trainers, Parents and Children" (1995), by A.P. Kaiser, P.P. Hester, C.L. Alpert, & B.C. Whiteman, published in *Topics in Early Childhood Special Education, 15(4)*, 385-414.

"Supervision, Mentoring, and Coaching: Methods for Supporting Personnel Development" (1997), by K.K. Gallacher published in *Reforming Personnel Preparation in Early Intervention* (pp.191-214) by Brookes.

4. ***Professional development systems include a comprehensive approach to evaluation of the individual participants as well as the overall system.***

   Evaluation plans can incorporate various levels and types of evaluations involving all levels of participants and components of the system to ensure the accomplishment of the desired outcomes of the professional development plan.

   Measuring Program Outcomes: A Practical Approach (1996), United Way of America.

   "Needs Assessment and Evaluation in Early Intervention Personnel Preparation" (1997), by P. Snyder & B. Wolfe, published in *Reforming Personnel Preparation in Early Intervention* (pp.127-171) by Brookes.

   "Research Trends in Staff Development and Inservice Education" (1987), by J.C. Daresh, published in the *Journal of Education for Teaching*, 13(1), 3-11.

   "Use of a Self-Rating Instrument for Assessing Professional Knowledge and Skills in Preservice Early Intervention Programs" (1997), by S. Ryan, J. Squires, T. Staugh, C. Leve, & L. Potter. *Infant-Toddler Intervention, 7(2),* 103-110.

5. ***Professional development activities are systematically designed, sequenced and implemented.***

   Activities across and within professional development opportunities can be sequenced from initial knowledge acquisition, to guided/supported application, to independent application of knowledge and skills/change of practice, based on the philosophical framework and direction of the system.

   DEC Recommended Practices Program Assessment: Improving Practices for Young Children with Special Needs and Their Families (2001), by M.L. Hemmeter, G.E. Joseph, B. Smith, & S. Sandall, published by Sopris West.

"Designing Effective Personnel Preparation for Early Intervention: Theoretical Frameworks" (1997), by J.A. McCollum & C. Catlett, published in *Reforming Personnel Preparation in Early Intervention* (pp.105-125), by Brookes.

"A Model for Supporting Higher Education Faculty in Their Early Intervention Personnel Preparation Roles" (1996), by P.J. Winton, published in *Infants and Young Children, 8*(3), 56-67.

"Recommended Practices in Personnel Preparation" (2000), by P.S. Miller & V.D. Stayton, published in *DEC Recommended Practices in Early Intervention/Early Childhood Special Education* (pp.77-106), by Sopris West.

"Teacher Education, Wages Key to Outcomes" (2000), published in the *NCEDL Spotlight No. 18*, by the National Center for Early Development and Learning. Available in PDF format at: *http://www.fpg.unc.edu/%7Encedl/PDFs/spot18.pdf*.

6. ***Professional development activities include a thorough study of cultural and linguistic diversity.***

   Personnel need learning opportunities to explore cultural and linguistic diversity in a relational context in order to understand and promote effective connections and communications with the diverse families and children they work with.

   Creating Highly Motivating Classrooms for All Students: A Schoolwide Approach to Powerful Teaching with Diverse Learners (2000), by M.B. Ginsberg & R.J. Wlodkowski, published by Jossey-Bass.

   Culturally Responsive Teaching: Theory, Research, and Practice. (2000), by G. Gay, published by Teachers College Press.

   "The Impact of Culture and Socioeconomic Status on Family-Professional Collaboration: Challenges and Solutions" (1994), by G.A. DeGangi, S. Wietlisbach, S. Poisson, & E. Stein, published in *Topics in Early Childhood Special Education, 14(4)*, 503-520.

   "Preparing Professionals for Partnerships with Parents of Students with Disabilities: Textbook Considerations Regarding Cultural Diversity" (1998), by T.W. Sileo & M.A. Prater, published in *Exceptional Children, 64(4),* 513-528.

   "Recommended Practices in Personnel Preparation" (2000), by P.S. Miller & V.D. Stayton, published in *DEC Recommended Practices in Early Intervention/Early Childhood Special Education* (pp.77-106) by Sopris West.

7. *Professional development systems require providers who are qualified and well prepared for their roles in professional development activities.*

Trainers who have a strong knowledge base and the ability to deliver content in effective, practical ways using a variety of techniques are able to meet diverse learner needs and provide for personal growth.

Accreditation Criteria and Procedures of the National Association for the Education of Young Children (1998), published by the National Association for the Education of Young Children.

Building Strong Foundation for Early Learning: The U.S. Department of Education's Guide to High-Quality Early Education Programs (November 2000), published by the U.S. Department of Education. Available on the Web at: *http://www.ed.gov/offices/OUS/PES/early_learning.*

"Comfort Zone Revisited: Child Characteristics and Professional Comfort with Consultation" (2000), by P.A. Wesley, V. Buysse, & L. Keys, published in the *Journal of Early Intervention, 23(2),*106-115.

"Facilitating Family-Centered Competencies in Early Intervention" (1995), by J.A. Neimeyer & R. Proctor, published in the *Infant-Toddler Intervention, 5(4),* 315-324.

Quality in Child Care: What Does the Research Tell Us (1993), published by the National Association for the Education of Young Children. Available on the Web at: *http://www.naeyc.org.*

"Recommended Practices in Personnel Preparation" (2000), by P.S. Miller & V.D. Stayton, published in the *DEC Recommended Practices in Early Intervention/Early Childhood Special Education* (pp.77-106), by Sopris West.

"Using a Pyramid Model to Teach Behavior Management Procedures to Child Care Providers" (1992), by M.A. Demchak, S. Kontos, & J.T. Neisworth, published in *Topics in Early Childhood Special Education, 12(4)*, 458-477.

8. *Professional development activities build on participants' past experiences, strengths, knowledge and needs, and help move them to a more advanced level of preparation.*

Learning opportunities can build on previous knowledge and experiences, incorporate application strategies, include opportunities for problem solving, refection and critical thinking in order to support personnel in transferring and applying learning at a higher level.

"An Analysis of the Perceptions and Characteristics of Child Care Personnel Regarding Inclusion of Young Children with Special Needs in Community-Based Programs" (1998), by L. A. Dinnebeil, W. McInerney, C. Fox & K. Juchartz-Pendry, published in *Topics in Early Childhood Special Education, 18(2),*118-128.

"Changing Roles of Paraeducators in Early Childhood Special Education" (1998), by A. Hadadian & N. Yessel, published in *Infant-Toddler Intervention, 8(1),* 1-9.

"Inservice Training Needs for Early Intervention Personnel" (1997), P. Gallagher, D.M. Malone, M. Cleghorne & K.M. Helms, published in *Exceptional Children, 64(1*), 19-30.

"Perceived Recommended Practices in Personnel Preparation" (2000), by P.S. Miller & V.D. Stayton, published in *DEC Recommended Practices in Early Intervention/Early Childhood Special Education* (pp.77-106), by Sopris West.

"Predictors of Service-Delivery Models in Center-Based Early Intervention" (1994), by R.A. McWilliam & D.B. Bailey, Jr., published in *Exceptional Children, 61(1),* 56-71.

"Ready to Succeed: the Lasting Effects of Early Relationships" (1998), published by the *Ounce of Prevention/Zero to Three*. Available on the Web at: *http://www.zerotothree.org*.

9. ***Professional development activities enhance a spirit of lifelong learning and support the development of reflective skills.***

When professional development activities are meaningful and expand on existing knowledge and experiences, promote new knowledge and practices, and allow for self- reflection and problem-solving, personnel see the enhancement of their own practice and begin to understand the need to become lifelong learners.

The Early Childhood Career Lattice: Perspectives on Professional Development (1994), by J. Johnson, J. & J.B. McCracken, published by the National Association for the Education of Young Children.

NAEYC Standards for Early Childhood Professional Preparation (2001), published by the National Association for the Education of Young Children.

Promoting Meaningful Learning: Innovations in Educating Early Childhood Professional (2000), by N.J. Yelland, published by the National Association for the Education of Young Children.